PERIODICAL ROOM
GENERAL LIBRARY
UNIV. OF MICH.

JUL 15 1930

Editor's Report of Columbus Meeting

Journal of EDUCATION

BOSTON, MASS.
Vol. CXII, No. 2

July 14, 1930

TEN CENTS A COPY
BY THE YEAR, $3.00

A New Biology
for Secondary Schools

WHEAT AND FITZPATRICK'S
ADVANCED BIOLOGY

575 pages Illustrated $1.80

THROUGH its emphasis on the relation of biology to human welfare, this new text-book gives a more vital quality to the study than is commonly found in secondary schools.

The teaching units, which are built from experiments around plants, animals, and man, provide a comparative study of living organisms. The profuse illustrations are unusually interesting.

AUTHORS: FRANK M. WHEAT, *Chairman, Departmemt of Biology, George Washington High School, New York, Instructor in Biology, New York University,* and ELIZABETH T. FITZPATRICK, *Chairman, Department of Health Education, George Washington High School, New York.*

AMERICAN BOOK COMPANY

New York Cincinnati Chicago Boston Atlanta

FOR THE BAFFLED TEACHER

EDUCATION FOR CHARACTER (Germane and Germane) is the way out. In your daily work you face the need of your pupils for character training. This book will show you how to achieve true character trainings.

EDUCATION FOR CHARACTER contains no preachment, but presents the successful procedures worked out over a period of four years by 913 teachers and 5,413 parents. These case studies deal with 81 typical maladjustments. There is a companion book for parents.

Adoptions

Kansas Reading Circle
Missouri Reading Circle
Arkansas Reading Circle
Kentucky Reading Circle
Massachusetts P. T. A.

List price, $1.80

SILVER, BURDETT AND COMPANY

New York Newark Boston
Chicago San Francsico

Educational Measurement in the Elementary Grades

By I. N. MADSEN, Ph. D.

This is an introductory book on measurement, dealing solely and comprehensively with the major phases of testing in the elementary school. It is written in straighforward style for the average teacher and provides an excellent first course for the student preparing to teach. It gives a concise discussion of individual differences and their measurement. Both intelligence and achievement testing are discussed and the use of tests to meet educational problems is given special attention. Exercises and references add to the practical value of the book.

Send for further information

WORLD BOOK COMPANY

Home Office: Yonkers-on-Hudson, New York
14 Beacon Street, Boston 2126 Prairie Avenue, Chicago
Also Atlanta, Dallas, San Francisco, Portland, and Manila

Atwood: THE UNITED STATES AMONG THE NATIONS

A new geography fitting into the education for citizenship requirements of many junior high schools. In it the pupil studies the United States from a world point of view.

A great abundance of problem and project work, including special assignments for bright pupils . . . excellent maps and pictures . . . well motivated study units are three features of the modern teaching technique.

The United States among the Nations is a part of the new Atwood-Thomas series, The Earth and Its People. Recently published books in the series are:

HOME LIFE IN FAR-AWAY LANDS,	$0.96
THE AMERICAS	1.40
NATIONS BEYOND THE SEAS	1.56

Ready for the opening of schools in September.

Write us.

GINN AND COMPANY

Boston New York Chicago Atlanta Dallas Columbus San Francisco

JOURNAL of EDUCATION

A. E. WINSHIP and A. W. BELDING, EDITORS

ISOBEL R. LAY, MANAGING EDITOR

CONTENTS FOR JULY 14, 1930

EDITORIALS:—
Interesting Degrees 27
Latin Optional 27
Miss Bauer Promoted 28
Yale University 28
A Rural Music Achievement 28
New York State Achievement 28
Courter to Dayton 28

BELDING'S PAGE 29
The Grand Finish 29
Soap Preceded Science 29
Life Situations 29

THE COLUMBUS MEETING 30
By A. E. Winship
Columbus Hospitality 30
Leaders of the N. E. A. 30
President Pyrtle 30
The Hotels 30
Commercial Exhibits 31
The Resolutions 31
Los Angeles, 1931 31
President-Elect Sutton 31
Past Presidents 32

CONVENTION PERSONALITIES 32

CONVENTION MESSAGES 33
First Things First 33
The True Teacher 34
Preparing for Increased Leisure 34
Museum as an Adjunct 34
Visualized Instruction 35
The Hard of Hearing 35
Democracy Implies Self-Control 36
Begin With Parents 36
The Writing of English 36
Equality Redefined 37
High School Geography 37
Scientific Hearing Tests 38
The Reading Program 38
Six Vital Values 39

BRIEF TALKS BY THE EDITOR 39
Minding Its Business 39
Women of the N. E. A. 39
Let Youth Lead Us 40
Life Members 40
Appreciate the Foreign Born 40
Grandchildren of Slaves 41
California Yesterday and Today 41
Oberlin and McGuffey 41
South Carolina 41

EDUCATION IN ACTION 42

THE BOOK TABLE 44

GRINS BETWEEN GRINDS 45

CULTURE KNOWS NO BOUNDARIES 46

BOOK COVER MERGING 46

CONQUESTS OF CHEMISTRY 46

PREFER FLIVVERS TO CAMELS 46

2,000,000 DIE OF STARVATION 46

JOURNAL OF EDUCATION: Founded 1875. Published Weekly (except August) by New England Publishing Company, Six Beacon Street, Boston. Subscriptions in the United States, $3.00 a Year; Canadian postage, 50c.; Foreign postage, $1.00. Entered at Postoffice in Boston, Mass., as Second Class Matter. Indexes to Journal of Education are published annually with the last issue in December. The contents are also indexed in the Education Index.

Editorial

Interesting Degrees

HONORARY degrees are especially interesting this year. For instance, music has had unusual academic recognition. Miss Mabelle Glenn of Kansas City, Missouri, has been appropriately "doctored"; Elbridge W. Newton, Ginn and Company, has been made a Master of Arts by Tufts College; and Walter Hall of Columbus, Ohio, has been equally honored for his service through music. Two architects are highly appreciated: William B. Ittner of St. Louis was made Doctor of Laws by the State University of Missouri, and Wallace M. Kendall of a leading firm of architects of New York City was equally appreciated.

Dr. Henry H. Hilton of Chicago, already adorned with an LL.D. by Northwestern University, was further appreciated academically by Colby College with a second LL.D., in recognition of his service to public education in the promotion of better school books.

John R. Gregg, founder of the Gregg Publishing Company, is now a Doctor of Science in token of the appreciation of Boston University of the service rendered as the creator of the Gregg system of stenography.

Colby College of Maine gives Albert B. Meredith a doctorate of laws as he leaves Connecticut's Commissionership, and Bates College of Maine gives Ernest W. Butterfield a doctorate of laws as he succeeds Dr. Meredith in Connecticut.

Clark University honors Joseph S. Kadesch, principal of the Medford, Mass., High School, and W. L. Bryan of the University of Indiana at the same time.

Latin Optional

THE faculty of the College of the University of Pennsylvania has decided that the study of Latin or Greek shall no longer be a requirement leading to the degree of bachelor of arts.

The ancient languages have been placed in the same category as modern languages, and the undergraduates will now be permitted to select any one or more of the languages to obtain the necessary credits for the collegiate degree. Candidates for B. A. degree have hitherto been obligated to complete a minimum of three units of college Latin or Greek.

Miss Bauer Promoted

THE election of Miss Katherine Bauer, principal of a junior high school, to succeed Dr. Thomas O. Baker as district superintendent of New York City is important.

There were seventeen applicants for the position, and all were carefully considered. In six years Miss Bauer has been elected to an elementary principalship; has been promoted by transfer; elected as principal of a junior high school; and is now elected a district superintendent.

Miss Bauer is the seventh woman on a board of thirty-two district superintendencies.

Yale University

ONE can but rejoice to be alive at a time when a university like Yale can announce for the past year gifts of $5,000,000 from Edward S. Harkness; $7,500,000 from John W. Sterling; $3,866,000 from the Human Welfare Group, $2,500,000 from the Payne Whitney bequest; $2,500,000, Otto T. Barnard bequest; $4,000,000, for Yale Endowment Fund; and forty-five others giving all the way from $1,000 to $400,000 each.

President Angell's report deals in tens of millions almost flippantly, but gratefully.

The University of Southern California, Rufus von Klein Smid, president, announces gifts this year of $3,239,890, which indicates the pace of progress in education in Southern California.

A Rural Music Achievement

RITTA, a strictly rural community of Knox County, Tennessee, has an interesting demonstration of music as a community service.

The Woman's Community organization, which is a combination of the Parent-Teachers Association and the Home Demonstration Club, employed a musician of Knoxville, the county seat—Mrs. C. V. Biddle—to spend one day each week in Ritta. More than one hundred of the pupils learned to read music and sing so skillfully and artistically that at the close of the school year they had the leading part in the community gathering, and at the Farm Women's annual meeting at the State University in Knoxville the children of this rural school had a large share in the musical program, and at the East Tennessee Farmers Convention this school won honors in music.

The entire community profits by the day-a-week presence of Mrs. Biddle. Several persons take instrumental and vocal music lessons, and every social group specializes in music so that Ritta no longer goes to Knoxville for everything.

New York State Achievement

THE education achievement of the State Department of New York is to human nature what the marvels of chemistry are to nature.

There are achievements in education in New York State that are the wonder of students of cross currents which short-circuit civic, social and religious traditions and practices.

The New York State Department of Education has greater financial, legal, and professional administrative responsibility than any other administrative education function in the New World.

Two-thirds of the population is in seven cities and two-thirds of the rest of the population is in twelve other cities with from 30,000 to 100,000 population, and each of the nineteen cities is liable to clog the education machinery of the state at any time, for each of these cities is liable at any time to want something different from any other city.

New York is historically and temperamentally partisan-minded, federally, sectionally and municipally.

There are unnumbered phases of resistance to be overcome racially and religiously, civically and industrially, before any new achievement can be undertaken.

Despite all these hazards New York has never been as stable in its education functioning as in this decade.

There has never been as uniform and universal professional peace and prosperity in New York State as there is today.

The remarkable thing about it is that for the first time the official state leader, Frank Pierpoint Graves, was chosen from another state and had never functioned in public education, had been president of two State Universities in their youth years, and had been the professional head of two other State Universities.

In a magical way he has survived, and progress has been promoted when partisan politics were at high speed.

Courter to Dayton

SUPERINTENDENT C. V. COURTER of Flint, Michigan, succeeds Paul Stetson as superintendent of Dayton, who goes to Indianapolis. Mr. Courter was for several years at Howell, Michigan.

When Dr. E. E. Lewis was elected at Flint he had Courter come there as high school principal, and when Dr. Lewis went to Ohio State University Mr. Courter succeeded him as superintendent, and has given Flint high rank in the state. His promotion to Dayton is a well-earned recognition.

Belding's Page

THE GRAND FINISH

DURING the pleasant summer vacation some teachers are going to be unpleasantly remembered for the quantity of work which they piled upon the heads of their pupils in the closing days of the school year.

A noble resolution for each teacher to make at the opening of the next school year is—not to get behind schedule. Better still—to use the middle months of the school year to put the work forward in advance of the scheduled program. The beginning of the year is not a good time to speed up. New fields of study require slow, careful cultivation. There is much to understand. There is facility and familiarity to be acquired. The more rapid progress can be made when this preliminary and introductory labor is completed.

The doubling up of lesson assignments at the end of the year or whenever examinations are in sight is a nuisance amounting at times to cruel despotism. Nothing that is learned by a process of eleventh-hour cramming ever sticks or is worth the effort expended. It is far better to omit the work entirely, letting the teacher charge the omission to his or her own poor planning, than to penalize pupils for that which is not their fault, or, if it were, cannot be remedied by the penalty of slave driving.

SOAP PRECEDED SCIENCE

A PHYSICIAN, on the eve of performing an operation, stood at a washbowl, sedulously washing his hands with white soap and hot water. To a layman who observed him, he remarked: "We don't know just why or how it happens, but a five-minute application of this hot water and soap treatment seems to sterilize the hands."

Soap and hot water were known and used long before science had any clear conception of germs. The human race had somehow stumbled upon a sterilizing agent before the precise need of such an agent was ascertained and stated by laboratory investigation.

May it not be, in education also, that divinely gifted teachers have long ago discovered and applied a great number of correct principles in education, without just knowing what the scientific formulation of pedagogic truth was destined to disclose?

Teachers have guessed wrong a good many times, no doubt, when employing the argument, "It stands to reason." But the best of teachers may have been right more often than they were wrong.

Old ways and ways that have been long accepted as valid and valuable in education need not be hastily abandoned at the first hint that science has found better ways.

Soap antedates much of science. But soap fits admirably into the modern world wherein science plays so large a part.

LIFE SITUATIONS

THE underlying purpose of instruction has always been to prepare the scholar to meet life situations. Only the belief that this would be accomplished has kept the youth at his books and tasks.

When the young men of Athens clung to the skirts of the philosophers, it was to enable themselves to carry on enlightened conversation with their associates in a society of cultivated leisure.

When, during a prolonged period of English, European, and American history, the works of Latin and Greek authors were allowed to usurp the greater portion of the time of scholars, the compelling force was the fact that other enlightened people were familiar with those writings, and in order to fit one's social environment and be regarded as an educated person, one must know what others knew.

Times have been changing rapidly, and life situations are no longer what they were a generation ago or even ten years ago.

The needs of adjustment to a complicated economic structure are real and pressing. It is increasingly difficult for the graduate to get into the right job without careful steering by teachers possessed of rare knowledge and discrimination.

How to make a living and how to make a life are the two chief questions confronting our boys and girls—though at first all that interests most of them is the first of the two questions.

Leisure has been growing longer and more widespread. Mere dollar education will be far from adequate for the adults of tomorrow who are the pupils of today.

The schools cannot anticipate all of the life situations that will arise. But the schools should prepare well for the first of these and impart power and courage to meet the unforeseen.

Anson W. Belding

Associate Editor.

The Columbus Meeting

Editor's Notes on the Convention of the National Education Association, June 28 to July 4

By A. E. WINSHIP

Columbus Hospitality

NO CITY has ever entertained any education association as the National Education Association was entertained at Columbus.

There has never been as good weather, summer or winter, for eight days of convention as there were at Columbus, June 27 to July 4.

We cannot imagine any city at any time with as delightful temperature, humidity, and clear sky as Columbus had all the time, day and night.

No other city has ever entertained hundreds of the delegates in the air. There were many airplanes at the service of the delegates. The great event was riding in an eighteen-passenger airplane, which was our good fortune.

Never before have twenty counties and twenty different cities given elaborate courtesy luncheons to the delegates and visitors from the forty-eight states, the territories and islands, from 12 to 2 o'clock on the same day, in the hotels, clubs, and leading restaurants of the city. All delegates and visitors were taken from their headquarters to the courtesy luncheons.

These merely suggest the unprecedented attention given the delegates and visitors.

The governor, the mayor, the superintendent of schools, the entire faculty of the State University, and every resident of Columbus was ready and anxious to do something to make the visitors enjoy Columbus.

It was no one-man affair, no one organization or one class of citizens who entertained.

The Columbus daily papers gave more and better attention to the meeting than has ever been done before.

There were daily cartoons, ten inches square, always appreciative of modern education, the public schools, and the ideals of progressive education.

Leaders of the N. E. A.

IT HAS never been as clearly manifest as at Columbus that the convention management is now in the hands of the state directors, state secretaries, and the officers of the Departments of Classroom Teachers and Elementary School Principals.

The headquarters staff under the leadership of Secretary Crabtree, Secretary Shankland, Harold Allan, Walter R. Siders of the Board of Trustees, Helen T. Hixon, Harriet M. Chase, Agnes Winn, Dr. Charl O. Williams, Joy Elmer Morgan, John K. Norton, and T. D. Martin have the unchallenged confidence of the rank and file of the more than 200,000 members of the Association, especially of the 4,000 life members.

There is not a state association that has the slightest tendency to suggest the modification of any stand that the headquarters staff announces.

In this age of the world when civic, religious, and business organizations are dissatisfied with their leaders the peace and prosperity of the National Education Association is really wonderful.

President Pyrtle

E. RUTH PYRTLE, principal, Lincoln, Nebraska, president of the National Education Association for the year ending July, 1930, has been the official leader in the most vitalizing experience in the history of the Association.

It is a glorious tribute to the modern woman, and especially to the woman principal, that President Pyrtle has officially harvested the ripened aspirations of the past twelve years.

No one could have served more acceptably when the plans were being created for the best education office building in the New World. It is high art to be responsible for accepting such a variety of decisions as were necessary almost daily at times. President Pyrtle never signed on the dotted line, and never insisted that arrangements of experts should be rejected because they were not hers. She was the right president at the right time.

The Hotels

THE hotels at Columbus are delightfully situated for a convention. Every hotel is within easy walking distance of the auditorium, which is of high importance. They are all modern, prices are low, and the team work of every one is as ideal as we have ever seen at any convention.

We could tip those who served us or not as we pleased, it made no difference in the service.

No hotel was a "resort" hotel; each has an all-the-year-round business, which accounts for the evenness of the service.

Commercial Exhibits

THE commercial exhibits were highly successful as exhibits. There were several previous exhibits that were missing from the great display at Columbus, but there were never more or better summer exhibits, and we cannot see that they were not equal to the best winter exhibits. There was certainly never as large a delegation from Ohio or West Virginia at any meeting as there was at Columbus, and there was always a crowd in the large and elegant exhibit room in the auditorium.

The Resolutions

THE spirit of the Columbus meeting was more intense in its determination to go forward than in any other session in recent years.

There was nothing perfunctory in the doings at Columbus. The resolutions were more heroic than ever before. The delegates through their committee on resolutions accepted the challenge to "go slow," and they increased the speed to the limit.

The delegates are the last word. Departments are incidental. There were several opportunities for traditionalists to say "whoa," but the delegates were deaf and dumb when it came to hearing or saying "whoa."

There was a good opportunity to find an excuse for delaying action on the question of a secretary of education in the President's Cabinet, and a man of large influence opened the way tactfully, but there was not only no State Association but apparently no delegate who was interested in a delay of action awaiting further "study" thereon.

The "wet" undertow in politics also might have made an excuse to muffle dry sentiment, but there was no patience with any sympathetic "wet" excuse.

The high water mark was on the question of tobacco. For the first time in all the years there was a resolution on the tobacco question that would naturally have been resented, but the delegates preferred to go to the end of the limit in their determination to avoid even the appearance of caution when it came to a showdown on any issue in which the welfare of boys and girls is concerned.

From first to last the Columbus spirit had the child in mind rather than "peace and prosperity" of the teachers.

Los Angeles 1931

LOS ANGELES had a decided advantage in that the slogan for two full years has been "Los Angeles in 1931."

There is certainly no better place to convene, summer or winter, than Los Angeles. No other place has such a combination of climate, fruits and flowers as has Los Angeles.

Within an hour's ride of Los Angeles one can get the excitement of Revere Beach at Venice, the beauty of Nantasket Beach at Long Beach, and the glory of New Hampshire at Mount Lowe.

Nowhere else is there such a combination of the oldest and the newest civilization as in Los Angeles. Nowhere else can one enjoy the best California and the most characteristic Mexico in an hour's ride from San Diego.

Nowhere in the New World are there better elementary and secondary schools and colleges than in Southern California. The famous junior high schools were born in Los Angeles. Nowhere is there a better school sentiment than from Santa Barbara to the Imperial Valley.

We took no part in the promotion of sentiment as between Los Angeles and Denver. We have known and loved Denver for fifty-five years, and we have been rapturously devoted to Los Angeles since the first overland train entered the city forty-eight years ago.

No one can anticipate the joy of the meeting of 1931 more than a man who has made seventy round trips from the Atlantic to the Pacific coasts, learning more every time than he knew before, and expects to enjoy 1931 more than 1875 in San Francisco or Los Angeles every year since 1882.

President-Elect Sutton

THE election of Superintendent Willis A. Sutton of Atlanta to the presidency is an unusual combination of personality, of appreciation of the famous entertainment in 1929, and above all of the spirit of the modern South. He has a rare opportunity to demonstrate skill in rhythmic work with the masterful genius of Messrs. J. W. Crabtree, Harold A. Allan, N. D. Shankland, and their associates, who have developed one of the noblest business organizations in the country.

These men and women have lifted the National Education Association above the inspiration level to that of expiration.

Inspiration is taking air into the lungs for purification. Expiration is sending the purified air through the entire system to the end of the toes and tips of the fingers.

The National Council and the fourteen departments of the National Education Association are the avenues through which the power and magnetism of the 205,000 teachers and other educators carry the messages of the headquarters on their mission to tens of millions of boys and girls, youths and adults.

The headquarters equipment at Washington with the co-operation of every State Association is sending to every child, youth, yes, and adult by its business efficiency a better preparation for modern life, locally, nationally, and internationally, than ever before.

Past Presidents

DR. NICHOLAS MURRAY BUTLER, president of Columbia University, is not only the senior past president—1895—but in point of service he is fourteen years older than any other living ex-president.

JAMES Y. JOINER, North Carolina, is next to the senior ex-president.

CARROLL G. PEARSE, Milwaukee, is the third senior ex-president, and is the only president before the close of the World War who functions vitally at the summer and winter meetings. His active membership dates from the first large meeting in the history of the Association—Madison, 1884.

DAVID STARR JORDAN, 1915, the fourth senior living ex-president, is living quietly in Palo Alto.

Of the last fourteen presidents of the N. E. A. beginning with Robert J. Aley, 1917, all but William B. Owen are living.

Of the first thirty-four presidents before 1895, none are living.

Of the first fifty-six presidents only three are living.

One-third of the presidents who were alive three years ago have passed on—Charles W. Eliot, David Bancroft Johnson, O. T. Corson, Charles R. Skinner, Joseph Swain, William B. Owen.

In the last thirty-seven years there have been but three secretaries of the N. E. A.

Irwin Shepard, nineteen years.

Durand W. Springer, five years.

J. W. Crabtree, thirteen years.

Convention Personalities

ANNIE C. WOODWARD, Somerville, Massachusetts, had no superior in effective leadership or in platform presentation of committee reports. She is the official representative of the National Education Association in the World Federation of Education Associations, and is really the creator of the committee on foreign relations, and her banquet was one of the highly successful functions of the week.

E. U. GRAFF, who played a leading part, especially in the winter meetings, enjoyed fraternizing with his pals of other days. Since his retirement from the superintendency at Indianapolis he has prospered evidently. His presidency of the Department of Superintendence made the Cleveland meeting one of the famous education meetings of history.

HENRY LESTER SMITH of the University of Indiana, treasurer of the N. E. A., and president of the National Council of Education, injected life into the organization, which for the first time enjoyed a real banquet, which was well attended, and its historic grandeur was adequately portrayed. The response to Dr. Smith's appeal seems to have been heeded.

CAROLINE WOODRUFF, president of the State Teachers College, Castleton, Vermont, rescued the Council of Administrative Women, whose president for 1930 was in Europe and had made no arrangement for a meeting or banquet at Columbus. Consequently it had no place in the official program. Miss Woodruff has been a highly efficient president, and was first vice-president this year. After reaching Columbus she arranged for a meeting, including a banquet, which had an overflow attendance with as brilliant a program as there was at Columbus. Miss Woodruff has functioned with skill and devotion in many capacities for several years. Florence Hale was toastmaster.

RANDALL J. CONDON of Cincinnati, president of the Department of Superintendence at Dallas, 1927, was one of the national favorites as well as of Ohio at Columbus. No one has achieved more progressive education that has he. After a brilliant legislative experience in Maine, after graduating at Colby College in 1882, he came to Massachusetts as a district superintendent; then went to Everett, Massachusetts, then to Helena, Montana, Providence, Rhode Island, and Cincinnati. He was always a heroic, progressive leader in education, and he has enriched his experience and intensified his usefulness in education with his pen since resigning the superintendency of Cincinnati.

KATE V. WOFFORD, Laurens County, South Carolina, unanimously re-elected as member of the board of trustees, has an unprecedented record as county superintendent. Her county, Laurens, has had a hundred per cent. membership in the N. E. A. for six years. She was the first woman county superintendent in the state, is the only woman ever elected president of the State Association, was re-elected county superintendent with the vicious opposition of the anti-woman traditionalists, and has resigned, with a year of her term unfinished, to study at Cornell University on

a scholarship granted by the General Education Board in recognition of her superior service to rural counties. She has an address on "Beware of the Pig," which is unsurpassed by any lecture on education of which we know.

DR. WILLIAM O. THOMPSON, president emeritus of the Ohio State University, was really responsible for the large vote for Columbus in 1930 at the Atlanta meeting, and he was the one great attraction at Columbus. His address at the vesper service was by far the most inspiring message by any man at Columbus in the eight days of speech-making. There is no other man now living who has done as much for education in Ohio as has Dr. Thompson.

Personally, we rejoice in the universal recognition of Dr. Thompson locally and nationally. Forty-seven years ago we attended the Presbyterian Church in Longmont, Colorado, and heard a fascinating sermon by the pastor of the little missionary church. He was the chief citizen of the community, equally appreciated by Catholics, Jews, and others. We have known him intimately in every position he has occupied since, and he has always been a brilliant, forceful champion of Christian civilization. His noble message at Columbus was enjoyed by no one more than by the writer of this report of the Columbus meeting.

ADELAIDE S. BAYLOR, of the Federal Board of Vocational Education, Washington, has been the faithful and heroic secretary of the National Council of Education, and deserves much credit for the rejuvenation of the Council this year.

CARROLL G. PEARSE, Milwaukee, is by far the oldest member in point of official service now active in the Association. His first meeting was the famous Madison meeting of 1884, and he was a frequent attendant thereafter, and in 1899 he was elected treasurer. He was on the Board of Trustees from 1902 till he was elected to the presidency in 1911, and he has never missed a meeting since.

FLORENCE HALE, as toastmaster at the Administrative Women's luncheon, had ten brilliantly prepared introductions of speakers. None of these introductions could have applied to any other speaker, and none could have been used on any other occasion. It was a literary achievement such as we have never enjoyed, except where the toastmaster was a professionalist.

JOSEPH ROSIER, at their luncheon, gave a cheering account of the way each of the women prominent in the National Council of Administrative Women in Education had come into his experience in the activities of the National Education Association. It was a delightful, true-to-life characterization of the way each of those women came into leadership in the Association. It was a masterpiece of descriptive personalities.

Convention Messages

First Things First

By E. RUTH PYRTLE

President, National Education Association

NO GROUP of educators has a finer opportunity than has the educator in the elementary field. Your splendidly planned program which emphasizes essential values in the traditional subject matter together with proper emphasis on modern trends in education to fit modern needs and demands will inspire and help not only the elementary but the whole field of education. I could wish nothing better for *all* of the children of America than to have them enjoy the opportunities and benefits provided for our best schools where I have been privileged to visit this year as president of the National Education Association. It is most encouraging that more and more teachers are leading pupils to thinking, weighing, measuring, reasoning, making judgments, and letting memory become the by-product rather the main objective in the day's program.

Having a keen sense of vital values will cause us to put emphasis on "first things first."

Once I asked a twelve-year-old boy about the scarlet tanager which was nesting within a stone's throw of his school. This modern rural schoolhouse was located in beautiful river woods, a locality well-known to ornithologists as one of the best in the United States for making a big bird list. The boy knew nothing about the tanager—said his teacher thought his class did not have time to study birds; they had so much arithmetic and geography "to get."

Bishop William A. Quayle once said he would like to add a beatitude to the list, to read: "Blessed are those who have *eyes* to see and *use* them: Blessed are those who have *ears* to hear and *hear* with them." The beatitude I would add is: "Blessed are those who *help* others to see."

These blesseds surely include the classroom teachers of America who have the vision of putting the emphasis on "first things first" and put that into practice in everyday classroom instruction. Fortunate, indeed, is the child who is associated with that type of teacher!

The True Teacher

By WILLARD E. GIVENS
Oakland, California

THE most vital person in public school education is the progressive classroom teacher. She daily comes in contact with, instructs, and inpires girls and boys.

What are the essential qualities of a progressive teacher? The golden opportunities which are hers require broad training. No preparation is broad enough or deep enough to adequately meet all problems.

The progressive teacher is proud of her profession, for she is engaged in the most worthwhile work that is being done by any human being.

The progressive teacher is a growing teacher. Real growth comes from facing problems, analyzing them, applying a solution, and determining results.

The progressive teacher is resourceful, has initiative and creative ability. She does not confuse much talking with real teaching. She realizes that the best and most effective leaders are seldom seen out in front.

The worthwhile teacher has a sound philosophy of education and of life. She is a student of education, knowing her subject matter thoroughly, knowing the best methods of instruction in her field and above all, and more important, she is a student of life, knowing each individual girl and boy with whom she comes into daily contact. She is a student of life as it is lived in 1930.

The worthwhile teacher is a fine type of human being. She has personality, health, poise, and freedom from worry. She is broad-minded, fair, sincere, just, and impersonal in her decisions.

She is internationally minded, and free from race prejudice. She is devoted to world peace because she knows the folly and destructiveness of war.

The real teacher places character above everything else. She knows that the strongest element in character development in her classroom is her own personal character; that her ideals and conduct have more influence in the lives of her children than anything she says or teaches. She realizes that unless her private life, seen and unseen, squares with the ideals of the teaching profession that her influence is harmful rather than helpful, and that her salary is being paid to her under false pretences because in our profession we are paid for what we are as well as for what we do.

Preparing for Increased Leisure

By JOY ELMER MORGAN
Editor, Journal of National Education Association

THE four-hour working day has been predicted by the foremost thinkers in American industry. Most people have thought of it as something that would come in some future magic world. It is quite possible that many people who are now in the schools will live in an American social system where the four-hour day will be an accepted practice. Less than a century ago when Horace Mann was leading a great movement for the improvement of the schools the one-hundred-hour working week was common. We now have a working week of approximately fifty hours.

Machines and combinations are now replacing men at a much more rapid rate than ever before, and the process is likely to go on for some time. Here is a problem which will require the combined efforts of school, home, church, and community to meet. This increase in leisure, this freedom from the restraints and disciplining influences of work may mean dissipation and degradation or through the processes of education it may mean the enrichment of life, the perfection of the creative arts, the building up of the home, and higher levels of civic achievement. It may mean a change of emphasis from mere money getting to the ideal of happiness and excellence as the basic aims of life. If the school is to give training in leisure, changes must be made in its atmosphere and organization—the teacher load must be lightened; better library service must be established; playfields must be enlarged; leaders in adult education must be added to the principal's staff; school journeys and field trips must be encouraged; the art of gardening and home planning must receive more attention.

Museum as an Adjunct

By CHARLES R. TOOTHAKER
Curator, Philadelphia Commercial Museum

THE museums of the world have always been an important factor in education in a general way. During the last twenty years the museums of the United States have realized more fully their ability to give definite help in elementary education and have felt it their duty to widen their activities by actively entering that field. Museums in all parts of the United States are now giving to the schools of their communities an infinite amount of aid in teaching art, natural history, science, geography, commerce, and the life of man.

There are many things in the courses of study which can be taught best with the aid of museum material and the knowledge which museums possess.

Through the museums the schools deal with realities instead of with abstract words. Museum work for schools is growing with leaps and bounds, and there is no question that it is a factor which will have practically universal recognition.

Visualized Instruction

By FREDERICK DEAN McCLUSKY

Director, Scarborough School, Scarborough, New York

TEACHING with pictures has come to be an accepted procedure in the modern school. This is shown by a recent survey conducted under the auspices of the National Academy of Visual Instruction. The study has disclosed the fact that over three millions of dollars have been spent for visual education during the past seven years in the public schools of fourteen of the largest cities in the United States.

During the school year 1922-23 the annual expenditure in these fourteen cities was $370,000. This sum has increased annually so that over $600,000 will have been expended when the current school year 1929-30 comes to a close this month. The cities included in the study are: New York, Chicago, Philadelphia, Detroit, Pittsburgh, St. Louis, Cleveland, Kansas City, Buffalo, Atlanta, Newark, Oakland, Reading and Berkeley.

The survey also included the work of visual instruction in a group of twenty smaller cities. The public schools in these cities have spent a half million dollars during the past seven years, and will have expended $122,000 during the current school year. It was found, too, that twenty-three state bureaus of visual instruction, located for the most part in the state universities, have made an investment of $1,500,000 during the seven-year period. The state bureaus have spent from $190,000 to $270,000 annually.

To summarize, the survey shows that five million dollars have been expended during the past seven years on visual instruction in the public schools of thirty-four cities and in twenty-three states. This figure does not include the expenditures: (1) of many city and state museums which conduct school service departments; (2) of individual schools within the large city school systems, and (3) of schools in the thousands of smaller towns and rural districts which have invested in visual instruction equipment.

Pittsburgh, Los Angeles, Detroit and St. Louis are oustanding in the work of visual education. Their budgets this past year called for expenditures ranging from $60,000 to $110,000. In Pittsburgh, Los Angeles and Kansas City the teacher-training institutions require all students to take courses and to pass examinations in visual instruction before graduation. Courses in visual education are now offered in seventy-one state normal schools, colleges, and universities.

No one can predict what effect sound pictures will have on the future of visual instruction. Many attempts are being made to introduce the sound picture into the educational field. The important thing is to produce good instructional pictures. When this is done the schools will want them. But in the meantime our schools will use illustrated books, photographs, lantern slides, stereographs, models and the other cheaper forms of visualization with increasing effectiveness, and in large amounts. The facts show that the movement to visualize instruction is coming into its own.

The Hard of Hearing

By ALICE G. BRYANT, M. D.

Boston

THE endowment of lip-reading gives meaning to life. It is something more than an aid to speech transference. It means health, happiness, progress and goodwill. Today lip-reading is far ahead of any other method for speech transference. Education is for the use, convenience, improvement and progress of pupils, then why propagate inefficient education by denying the hard of hearing lip-reading? Our education is for the hearing pupil, but with 3,000,000 hard-of-hearing pupils in our public schools, we must safeguard their development by providing lip-reading. The hearing pupil has been protected, encouraged and developed by education; meantime the hard-of-hearing pupil has been neglected, discouraged and retarded. The latter have struggled to obtain an education—a freedom of thought and action, an educational liberty. They have expended unjustified energy and strength in the effort to hear. Keep ever in mind the curtailment of impressions received by the hard-of-hearing ear. We need to render every aid for prevention and improvement of ear defects, direct or indirect. Many of the hard-of-hearing pupils without lip-reading meet failure or they are perilously near failure by class and class repeatings. These conditions have led to many anomalies in their education.

Democracy Implies Self-Control

By FLORENCE E. ALLEN
Judge of Supreme Court of Ohio

MASARYK, the distinguished President of the Czecho-Slovakian Republic, recently said that democracy means self-government, and that means self-control. In other words, the problem facing America is exactly the problem facing the individual, that of mastering her own spirit. The first symptom of lack of self-control is the tendency to blame others for our misfortunes. This tendency is manifest in America today. Instead of blaming ourselves for the sordid and corrupt conditions which we see manifest in politics, we blame the congress and the legislatures, the officials and the courts. Nowhere is this tendency more manifest than in our remarks upon the jury system. We constantly blame the jury for the miscarriage of justice. It is true that now and then juries return preposterous verdicts. It is also true that every major defect in the jury system could be eliminated by the mobilization of public opinion toward the securing of better jury service. This can be done in many instances without statutory change, and I commend it to this great body as a subject peculiarly within its power. We could secure infinitely wiser jury verdicts by: (1) eliminating the unfit from the jury; (2) inducing and compelling the attendance of the fit; (3) stimulating pride in and understanding of the privilege of jury service.

The elimination of the unfit from the jury can usually be done by bringing pressure in that direction upon the jury commissioners or the officials immediately in charge of the jury lists. Usually the mere adoption of rigid rules with respect to the use of persons who understand English, who are deaf, epileptic or in other physical or mental ways unfit to serve, results in immediate raising of the standard.

Nowhere can the obligation and privilege of jury service be taught better than in the schools. The mere change of attitude toward the jury and mere comment from time to time by the teacher upon the fact that with the age of majority comes the right to help the state solve important judicial problems would kindle in the growing child an interest in that service. That interest will of itself tend to eliminate evasion of jury service and to stimulate pride in performing the function. In solving the problem of jury service America will be learning to master herself.

Begin With Parents

By JESSIE A. CHARTERS
Ohio State University

ALL educators, psychologists, social workers, mental hygienists, and health agencies are unanimous in insisting upon the importance of parental education, the vital necessity of parental education for improving the social ills of modern civilization.

The more progressive parents are also coming to agree that parental education is important and very much needed—by the other parents. They invariably say: "But we are not reaching the people who need it." Fathers, in particular, appear to believe that parental education is not for them—and as our parental education program is usually set up, it is not. When we are talking about "parents" we think and act and anticipate "mother."

If parent educators are conditioned to the "mother" meaning of "parents" the methods and contents of parental education are bound to exhibit this mental set.

From the standpoint of all those who are interested in the future welfare of the race it is essential that there be a more enlightened training of children by all agencies engaged in the care of children. Sociologists and psychologists are discovering that the agency which needs the greatest enlightenment is the home. So that it becomes an outstanding problem for educators who are specializing in the adult field to develop ways of making parents realize their need of training, and to find subject matter for the educational program which will function vitally in the solution of the problems of child training.

The Writing of English

By H. W. Davis
Kansas State Agricultural College, Manhattan

IF ENGLISH teachers are to behave as modern human beings do, they must go in for considerable self-examination and a re-valuation of the theories and sanctions under which they operate.

They must cease overlooking some very obvious truths about teaching the use of the English language. They do not have much effect upon student English. They do not do enough writing to know when the textbook is wrong. They spend too much of their time correcting and too little coaching. The college or high school "theme" or "composition" is an unnatural vehicle that has no practical use outside schools.

English teachers should be expert in marshaling the natural forces that make for a correct, effective use of our living language. They can learn to write as newspaper and magazine and book writers learn if they are willing to work.

They should point out more possibilities and fewer errors. They should abolish the college and high school composition and substitute normal literary and business forms.

Equality Redefined

By GEORGE D. STRAYER

Columbia University, New York

EQUALITY of opportunity in education has, in the past, been defined to mean an opportunity to continue in school through high school, college and university for those of superior intelligence. The redefinition of this concept proposes that schools provide unique opportunities for boys and girls who vary greatly in their ability to acquire skill or knowledge, in their power to undertake precise thinking, in their capacity for growth in power of appreciation, and in their ability to do creative work.

We are making progress in the realization of this new ideal. We have provided schools in which individual instruction is given, others in which groups are organized with respect to their general intelligence or special abilities, and classes for those who are backward and delinquent, and physically handicapped. We have established junior high schools with their broadening and finding courses, with earlier work in mathematics beyond arithmetic, foreign language, science, and a variety of opportunities in industrial and household arts. For the old-fashioned high school which offered courses available for only the few who were highest in intelligence, we have provided the comprehensive high school with multiple curricula enrolling more than 50 per cent. of all boys and girls of high school age throughout the United States. We have paralleled the work of the high school with continuation and vocational schools. At the upper end of the school system we have extended the school program to include the junior college. We are beginning to develop a program of adult education for all who desire to continue to be students.

But these advantages are available only to the more favored groups of boys and girls. Equality of opportunity will not be fully realized until we equalize the support of education for all areas whether urban or rural. We must, as well, provide for the organization of larger units of administration. It is not possible in a one-teacher school or in a township with a half-dozen such schools, to provide an educational program equivalent to that offered in the most progressive urban centres. It will be possible, with larger units of administration, each of which contains a complete school system, to provide through consolidation and by means of transportation of pupils equality of opportunity for those who are now meagrely provided for on account of the lack of support and the inadequacy of the educational program.

High School Geography

By ALICE FOSTER

University High School, University of Chicago

SECONDARY school geography will fix its eye steadfastly upon the most distinctive feature of the present age and move directly toward a geographic interpretation of that feature. Commercial production in contrast to self-sufficiency of communities differentiates the present from all previous ages. Secondary school geography must deal with the maze of moving commodities which constitute the trade pattern of the commercial world. At the same time, the secondary school phase of the subject shares the responsibility of progress toward the goal of all geographic education, namely, an understanding of man's dependence upon the materials, forces, and conditions of the earth.

Secondary school geography will attain this by focusing attention upon the major commodity movements of world trade. Each of these trunk lines will become a vital feature. It will be traced to the source, where it is tied to the earth by a series of relationships belonging to the geography of production. At the destination it is bound to the earth by the geography of consumption. Commodity movements connect productive areas, and thus trade is a key for unlocking the geography of regions. Inter-regional relationships will build toward a concept world wide in scope, and will give new meaning to the local relationships mastered during the elementary school years.

Progress toward the goal of geographic education will be accelerated by discarding the impedimenta which popular opinion fastens upon the shoulders of the subject.

No responsibility will be acknowledged for teaching unrelated facts of location, even though such facts might be useful to teachers of other subjects, the sensible modern substitute for encyclopedic knowledge of place location being the possession of an atlas and the ability to use a map index. Text materials, exercises, and tests will be selected on the basis of usefulness in speeding up progress toward the goal, and everything will be discarded which does not contribute toward orientation in the commercial world or an understanding of man's relations to the earth.

Scientific Hearing Tests

By K. P. ROYCE

Graybar Electric Company, New York City

A SCIENTIFIC test means a test conducted by methods and apparatus of established accuracy and of sufficient delicacy to detect incipient as well as gross defects. The test must be scientifically conducted under favorable conditions.

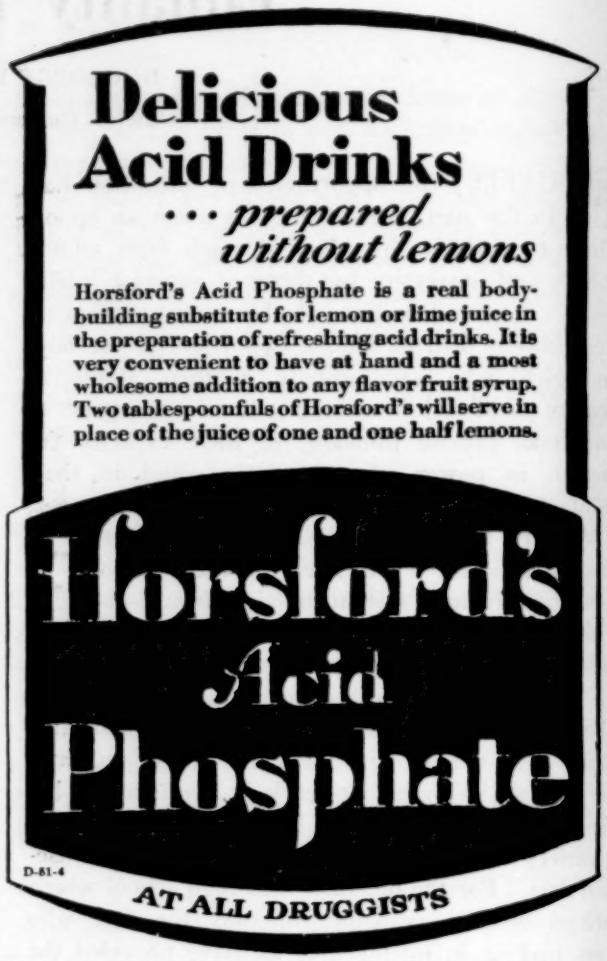
If such a test is made in a noisy room or under other unfavorable conditions it is worse in some respects than a test that is frankly an approximation. Conclusions drawn from improperly conducted audiometer tests will show such discrepancies as to cast a shadow of uncertainty on the whole program of deafness prevention.

The most obvious value and perhaps the greatest value of scientific tests is to the deafened school child whose handicap is discovered instead of ignored. No one knows how many school children have been retarded and accused of being dull, when the dullness was in their ears, not in their brain.

Ear specialists are pretty well agreed that as many as 80 per cent. of the cases of incipient deafness in children can be cured or arrested if treatment is instituted promptly and carried out faithfully.

Statistics indicate that there is three times as much repetition of grades among slightly deafened children as among those who have normal hearing. Each repetition of a grade is an expense to the tax-payers; if we discover these children whose failure to hear perfectly is keeping them back we can eliminate much of the expense due to retardation. It is conservatively estimated that if one-half of the repetitions due to deafness can be eliminated the savings will run from $500 to $1,500 per thousand children per year.

The great majority of deafened adults are either definitely handicapped and unhappy in their social life, or have won happiness through their own strenuous efforts. Eighty per cent. of them could have been spared their handicap, had it been discovered and treated early enough.


Delicious
Acid Drinks
... prepared
without lemons
Horsford's Acid Phosphate is a real body-building substitute for lemon or lime juice in the preparation of refreshing acid drinks. It is very convenient to have at hand and a most wholesome addition to any flavor fruit syrup. Two tablespoonfuls of Horsford's will serve in place of the juice of one and one half lemons.
Horsford's
Acid
Phosphate
D-81-4
AT ALL DRUGGISTS

The Reading Program

By MARGARET L. WHITE

Elementary Supervisor, Cleveland

THERE is probably no school subject in the elementary grades that is more fundamental or important than that of reading. Every other school subject is dependent to some degree upon effective and intelligent reading. Perhaps we have not been as conscious of this dependence as we should be and have not given enough specific training in the many skills and abilities necessary to become a really efficient reader.

A statement that has often been made in regard to the reading program in the elementary grades says in effect: "The time of the children in the primary grades should be devoted to learning to read, while the time in the upper grades should be spent in reading to learn." It seems to me that there is no reason why the two objectives cannot be accomplished at the same time, from the very beginning of the reading program. There are two objectives that we are all working for in reading; first, that of getting a child to enjoy and want to read; and second, teaching the child the mechanical skills necessary to be a good reader. One objective is useless without the other. Therefore, the reading program from the first grade through the sixth should be concerned with choosing interesting, worthwhile material, and giving adequate training in acquiring the many habits and skills necessary in the reading process. Since success is usually accompanied by interest, the child who reads well is also usually very much interested and gets much personal satisfaction and enjoyment from his reading activities.

Six Vital Values

By H. C. McKOWN
University of Pittsburgh

FOUR self-evident values in education with which the elementary school must concern itself are useful knowledges and skills; healthy bodies; manysidedness; and social responsiveness. Extra-curricular activities offer many opportunities for the development of these.

A fifth value is a happy spirit. Much unhappiness can be attributed to the inability of the individual to see and feel the beautiful. Popular appreciational standards in literature, music and art are childish, partially so because often the school is more interested in developing producers than consumers. Wise use of the auditorium and exhibition should help to raise standards in appreciative consumption.

A sixth value concerns sensible thrift practices. Practically all elementary schools promote programs of saving, but very few of them promote programs of thrift. Saving money is basic and important, but of equal importance are buying, giving and investing.

The individual will buy all his life, probably as the rankest of amateurs, while the seller will be, all too frequently, the rankest of professionals. The buyer learns by experience—an expensive teacher. The pupil should be taught about "safe kinds of sales," the advantages and disadvantages of buying for cash and credit; buying in quantity; buying out of season; buying the better rather than the cheap, etc.

Giving is important in the financial, social and service life of all of us, and yet our usual giving merely encourages panhandling, mooching, tagging and other forms of begging which sensible giving would drive from our communities. A billion dollars is wasted annually on the purchase of "insecurities." The pupil should learn to recognize his banker as his financial expert and friend. The older pupils might also consider the various kinds of insurance, home ownership, and other investments.

These thrift ideals and practices may be taught by having the pupils in class, club, or group, spend, give and invest hypothetical amounts each month or term and then compare and discuss their schedules.

The junior high school is developing a fine program of education in social relationships, and there is no reason why the elementary school should not also develop a more functional and extensive program than it now has.

Brief Talks By The Editor

Minding Its Business

[*Opening Address of the Session of the Delegate Assembly.*]

THIS meeting of delegates of the National Education Association is the most important meeting that has been held or is scheduled to be held in 1930. I am not unmindful of the revelations of science, devotion of philanthropists, wisdom of economists and zeal of religionists.

This is the only delegate body of 1,200, representing a paid membership of 205,000 persons, whose main purpose is the promotion of civilization by the careful preparation of millions of boys, girls and youths to be intelligent men and women, equipped for worthy citizenship.

The delegates here assembled have created a commodious official headquarters in Washington with a staff of experienced, devoted experts of high efficiency, and are maintaining it without one dollar of public money, or one penny from any private source, foundation or philanthropist.

Considering the tendency of the times to tap the public treasury, serve the business interests, and enjoy the generous luxuries of the benevolent-minded, the record of the National Education Association to mind its own business and serve God and humanity with every penny of its two-dollar membership and the life membership investment is the wonder of the twentieth century.

These delegates are solely responsible for an organization never fettered by anemic traditions and never entangled with fanatical alliances.

These delegates are the mainspring of manhood and womanhood of the future and of civilization.

Women of the N. E. A.

[*At the Luncheon of the Administrative Women in Education*]

THERE is no other organization with a broad outlook that recognizes business ability and education efficiency as does the National Education Association.

A woman has recently expended several hundred thousand dollars to secure the party nomination for United States senator. She is probably as brilliantly equipped for that service as any senator that state has had in recent years, but she had to supplement her personal and inherited ability with her millionaire bank account.

A classroom teacher demonstrated exceptional

ability, and Cornelia Adair was an efficient president of the N. E. A.

A school principal demonstrated high efficiency in the work of the Department of Elementary School Principals, and Miss E. Ruth Pyrtle is the president of this exceptionally successful session of the Association.

Let Youth Lead Us

[*At the banquet of National Council of Education.*]

WE ARE trying to resurrect the National Council of Education by making it as it used to be in the days of Emerson E. White, B. A. Hinsdale, William T. Harris, and other worthies.

We need to learn from the youth of today instead of trying to make them like children of day-before-yesterday.

We need to realize that we can never go where we are looking if we walk backwards.

The South is leading us in a lively race in education because it believes in youths, and learns from them.

Last year the State University of Florida had *three students* in the last legislature. They were all prominent members. One of them was chairman of the committee on appropriations.

President Tigert did not need to lobby that year. The three students took good care of the state university situation.

In Polk County, Tennessee, the county high school and the junior high schools it has created are leading the county in the promotion of agriculture, thrift, public spirit, and in manhood and womanhood.

High school students hold family meetings for the promotion of community improvement through family life.

One week in April, 1930, there were seventy-six family meetings under the direction of high school students.

I was greatly interested in one special evening.

A high school lad was not satisfactory in his work or conduct. No student is ever given direct personal attention in such a case.

The high school principal went to the family meeting in that case. Various phases of family-community interests were considered. Always the children talk freely of the various affairs.

When the conduct of the boys of the community was approached this boy monopolized the discussion. He told how the father should take the situation; the mother, the family life, the church, the schools and the community.

The high school principal says it was a revelation of how a boy sizes up the responsibility of everybody for the conduct of a boy. The boy was rescued, and he educated everybody at that family meeting heroically.

The National Council would have a great future if it would have real boys and girls teach the "educators" how to meet their responsibility.

Life Members

[*At the banquet of the Life Members.*]

THE creation of the life membership plan, the present promotion of which is due to the wise and enthusiastic management of Secretary J. W. Crabtree, is a wonderful proposition.

There are already 3,700 members, representing a permanent invested fund of $370,000.

In a large way this is about one life member in fifty members of the Association.

In a large way the Association is about fifty times as large as was its active membership a quarter of a century ago.

It is a noble investment of ten dollars a year for ten years for any one to devote to the promotion of civilization for all time.

There is no other way, of which I know, for any one to have so vital an interest in the promotion of Americanism in the largest sense with so little money as in a life membership of the National Education Association.

There are now 3,700 life members.

There are 201,300 two-dollars-a-year members.

Every time a member goes from a two-dollar-a-year membership to a ten-dollar-a-year membership for ten years he has an investment in human-benefit for all time, and incidentally in a monument to J. W. Crabtree while he is in the service of the Association.

Appreciate the Foreign Born

[*At banquet of Foreign Relations Committee.*]

WE NEED to learn of foreign nations through their representatives in our schools.

It is a tragedy to assume that children of foreign-born parents need to be Americanized by us.

Their parents came here because they wanted to be Americans, and those of us who try to Americanize them are here because our parents or grandparents were born here.

When the West was in the pioneer stage every bank had in its employ persons who could speak the language of the important local nationalities. It might be only a janitor, but when a desirable patron came in, the right button was pressed in the right way, and the right nationality appeared accidentally and greeted the foreigner in his native language.

Dr. William M. Davidson, superintendent of Pittsburgh, Pennsylvania, has an exhibition for a week each year, of the homeland laces, scarfs,

draperies and other things that the mothers brought with them when they came to America.

The boys, girls and youths are proud of the beautiful display of choice things of everyday life in other lands which their mothers have on exhibition.

The American women from the best homes in Pittsburgh praise these rare things; merchants come and arrange to have an exhibition in their stores of some of these attractions.

Language cannot express the effect upon the pupils when the work of their mothers is admired by the mothers of their schoolmates.

Americans need to learn from other nations from representatives in those lands. Pictures in school books are very well, but foreign lands are on exhibition nobly in the homes of those who are learning to be Americans in their homes.

Grandchildren of Slaves

[*At National Council.*]

SCHOOLS are being severely criticised because they are not promoting statesmanship, scholarship, authorship and professional men as of old.

Schools are now for mediocre youths, and they should focus their attention upon boys and girls at the top rather than those at the bottom socially and civically. That is the S O S call of the day.

It takes as much power to raise ten pounds one foot as to raise one pound ten feet, and the schools are ennobling humanity as much when they promote civilization at the bottom as at the top.

One-third of the former acreage of Georgia is owned and managed by the grandchildren of slaves. Twenty-eight per cent. of the commercial agricultural products is raised and marketed from these acres.

The grandchildren of slaves in Georgia pay taxes on $50,000,000.

There are 120,000 grandchildren of slaves in the schools of Georgia. Isn't this a social and education miracle?

California Yesterday and Today

[*At the California Breakfast.*]

THERE is no one at this breakfast who was born when I first knew California in 1875.

There is no one at this breakfast, probably, who was born before I went to Los Angeles in 1882.

I am sure that no one who has ever lived on the Pacific Coast has known every state superintendent of California and every city superintendent of San Francisco, Los Angeles, and Oakland, and principals of the State Normal Schools of San Jose and Los Angeles as I have.

I am sure that no other man now active in education affairs has made seventy round trips from the Atlantic to the Pacific Coast.

That which signifies most to me is the fact that California, North and South, is making greater progress today than at any time in the fifty-five years that I have known the state.

Oberlin and McGuffey

[*At Courtesy Luncheon.*]

OHIO has never had national credit for its pioneering in education because of its prominence in championing the cause of the negroes.

Oberlin College, Charles G. Finney, president, was the first institution in the New World to put women and men on equal terms academically. Women graduated with academic degrees at Oberlin before Mary Lyon had a seminary at Mount Holyoke, but it received no praise because it put the white man and colored man on equality, and colored men received degrees for the first time when women did.

William H. McGuffey's Readers were published before Horace Mann championed public schools, and his Readers were the greatest single force in promoting education in the West, but they had no standing in the East, and he received no adequate national recognition. He should have been elected to the Hall of Fame in 1900, but did not receive a single vote.

South Carolina

[*At the South Carolina Breakfast.*]

I HAVE known South Carolina intimately for forty-four years. Five months after I became the editor and proprietor of the Journal of Education I met David Bancroft Johnson in Boston, then superintendent of Columbia, South Carolina. He had been given $1,800 with which to establish the first Normal School in the South.

Upon my recommendation he secured for the Columbia School a teacher of the Bridgewater, Massachusetts, State Normal School.

I have known no state out of the North Atlantic states and California as intimately for forty-five years as I have known South Carolina, and I have lectured in South Carolina nearly every year for the last third of a century. I have never known any part of the state, except Rock Hill, as admiringly in recent years as I have known Laurens County, Greenville, and Spartanburg. I am particularly proud of Laurens County, which is probably the only county in the country that has had a hundred per cent. membership in the National Education Association for six years.

EDUCATION IN ACTION

Home Economics Taught to Boys

Home economics for boys has now been introduced in the public schools of forty-eight American cities in forty-two states, the specialist in home economics of the United States Office of Education, Emeline S. Whitcomb, announces in a survey. Miss Whitcomb states that it is now recognized among progressive educators that boys and men, as well as girls and women, need training in the wise selection of food, clothing, shelter, and in the care for the young. The reason given is that under our modern living conditions, men are sharing these responsibilities with the women. The courses for boys include camp cookery, food selection and preparation, household budgets, and a general appreciation course. The survey declares: "It seems reasonably safe to assume that there will be rapid expansion in some phases of home economics work for boys and men in our schools and institutions of higher education. It is recognized among progressive educators that boys and men, as well as girls and women, need training in the wise selection of food, clothing, shelter, and in the care of young children, for under our modern conditions of living many of these responsibilities are now being shared by men and women."

Senior Orator Hits Harvard Teachers

Harvard was criticised by Edward M. Warburg, of New York City, the senior orator at the class day exercise, as "lamentably lacking in teachers and rather overloaded with authorities." In the oration Mr. Warburg said: "Through Harvard's sudden growth in size it has scarcely been possible to reorganize fast enough to keep its educational system up with the needs of the undergraduates. For example, in its attempt to keep up its prestige as far as other colleges and the outside world are concerned, Harvard finds itself lamentably lacking in teachers and rather overloaded with authorities. The type of teacher, rather than lecturer, as exemplified in Harvard's own tradition by such men as Agassiz, Norton, and Wendell, has been lost in the present large system. The time of stimulating discussions between student and professor in the classroom is a thing of the past. The reason, of course, is again the tremendous size of the classes, and Harvard, realizing this, has instituted the go-betweens, the section man and the tutor. But who are these section men and tutors upon whom the main responsibility of stimulating the interest of the student rests? Too often they are simply young men whose main aim is working for their doctor's degree or doing research for a future book. This is not so peculiar, since, after all, they depend on their books or their Ph. D.'s for recognition and promotion and not on their ability to teach. One can only hope that the future will lead to the recognition of teachers in distinction to authorities."

School Commission Is Received in Haiti

The commission to investigate educational conditions in Haiti arrived in Haiti June 15, and has begun its work, according to an announcement by the Department of State, which follows in full text: "The President announced on February 7 that, after consultation with the chairman of the commission, he had requested Dr. R. E. Moton, president of the Tuskegee Institute, on behalf of the institute and such other educational affiliations as he might suggest, to undertake an exhaustive investigation into the education system of Haiti, with a view to recommendations for the future. Dr. Moton selected as members of his committee L. M. Favrot, of Baton Rouge; W. T. B. Williams, of Tuskegee; B. F. Hubert, of Savannah, and Mordecai Johnson, of Washington, D. C. The members of his staff are G. L. Imes, of Tuskegee; Alphonse Heninburg, of Tuskegee; W. A. Shields, of Tuskegee; Claude Barnett, of Chicago, and Carl Murphy, of Baltimore. The department has received a telegram from Stuart E. Grummon, the American charge d'affairs at Port au Prince, to the effect that the committee arrived on June 15, and was greeted at the dock by a large, friendly crowd. The president of Haiti, accompanied by his entire cabinet, received the committee at the palace and promised Dr. Moton every assistance for the accomplishment of his mission. The minister of education has been instructed to facilitate the committee's work in every possible way.

Local Levies For Schools

Nearly three-fourths of all funds collected and distributed for the maintenance of public education in the United States are furnished locally rather than by counties or through the central treasury of the states, the specialist in school finance of the Federal Office of Education, Timon Covert, stated. In 1928, Mr. Covert said, 72.9 per cent. of all public school revenue in the country was collected and expended locally, 10.9 per cent. by counties, and 16.2 per cent. by the states. Delaware stands alone compared with the other states in that 86.6 per cent. of the total school taxes and appropriations are collected and distributed by the state, he said. Considerable discussion has arisen about the centralization of school revenues in the states through their treasuries as differentiated from the local and county treasuries, Mr. Covert said, but an examination of statistics since 1920 shows only a slight change. In 1920 the local areas cared for 73.4 per cent.; in 1922 and 1924 they cared for 73.5 per cent., and in 1926, 73.9 per cent. Since then the drop has been one per cent., Mr. Covert explained.

Study Plan For Low Cost Schools

A plan whereby men and women whose ages range as high as seventy years receive elementary education for one month at the low cost of $20 for the season is being studied by the Federal Office of Education, with a view to general adoption, according to a statement issued by the Department of the Interior. The plan, now in force at Erskine College, South Carolina, provides a means of utilizing educational establishments during the summer months, when no use otherwise would be made of facilities at hand. The South Carolina plan, operating under the name of "Opportunity School," is commencing its tenth session. Here, one month each summer after the regular college session ends, 1,000 men and women, ranging from sixteen to seventy years of age, assemble for instruction in principles of elementary education. Most of the students come from surrounding mills, and represent a group eager to learn in spite of early handicaps which prevented them from continuing their education.

Ohio Ranks High In Educational Advantages

Ohio ranks high in educational advantages, being rated as enjoying third place among the states of the Union, according to Governor Myers Y. Cooper. "It is the Ohio policy to see to it that no child is denied the opportunity and advantages of a thorough-going education, however remotely they

may be located," he explained. Continuing, Governor Cooper said: "We have 1,300,000 boys and girls attending the public schools in our state. The legislature found it necessary and desirable to make an increased appropriation for institutions of higher education, amounting to $1,000,000 per annum, and to appropriate $1,000,000 per annum addition for the benefit of the sixty-two counties entitled to state aid where the tax duplicate did not afford sufficient money to provide standard advantages. The $2,000,000 extra appropriated for educational purposes was placed at the opposite extreme—$1,000,000 for higher education and $1,000,000 for rural and village school children. We are now spending $4,000,000 per annum for this purpose. The state makes no better investment than in the education of our youth. We have some 20,000 young men and young women in our institutions for higher education. We are making an investment for their benefit to the extent of $111,000,000 per annum."

Asserts Expansion Is College Evil

The three besetting sins of American college and university life, according to President Hamilton Holt, of Rollins College, are "the insatiable impulse to expand materially, the glorification of research at the expense of teaching, and the lack of human contact between teacher and student." Dr. Holt said that expansion might have some justification as a means to an end, "but as the end itself it is a delusion, for it is nothing but a confusion of greatness with bigness. More students—the first result of an expansion program—do not necessarily mean better students." Admitting certain advantages in "mere numbers," he pointed out that "as the enrollment multiplies, the ratio of the individual student to the whole tends to approximate a cipher. Happily, the realization seems to be growing," he said, "that there are other measures of success besides the rate of expansion. Consequently a few institutions are already beginning to limit enrollment. But, although the menace of wholesale growth is finally being appreciated, another virus, the research mania, continues to thrive and to receive encouragement."

School Board Costs Declared Too High

Boards of Education should not be permitted to run up expenses and bond issues without regard to other expenses of the municipalities of which they are a part, George W. Knox, corporation counsel of Niagara Falls, declared recently. Mr. Knox accused school boards of spending money for the erection of monuments to the "high moguls of the Education Department at Albany." He said that thirty-five per cent. of the expenses of his city were for education.

Park Service to Have Educational Branch

The appointment of Dr. Harold C. Bryant, of Berkeley, Calif., as head of the new branch of education and research in the National Park Service has just been announced by the Secretary of the Interior, Ray Lyman Wilbur. His official title will be assistant to the director, and headquarters will be in the Washington office. Dr. Bryant has been connected with educational work in the national parks since its beginning ten years ago, when as an experiment he helped to establish the nature guide service in Yosemite National Park. This work met with instant popular acclaim, and quickly spread to other parks, so that now visitors to all the major national parks have an opportunity, through field trips, lectures, and museums, to learn from trained naturalists the secrets of nature. Dr. Bryant is a graduate of Pomona College. His graduate work was done at the University of California, where he received his doctorate in 1913. He is a member of the Phi Beta Kappa, Sigma Xi, and Beta Kappa Alpha honor societies.

English Important Study In Italy's Naval Academy

English and sports are two of the most important subjects taught at the Italian Naval Academy at Leghorn, Italy. Faculty members stress the importance of the first because they recognize it has become practically the "language of the seas," owing to the preponderant positions of the British and American navies and the merchant marine of the former power. Therefore, they insist that none of the midshipmen shall take his degree until he has passed stiff written and oral tests in the foreign tongue he is most likely to use in foreign ports.

Nautical School Gets Training Ship

The nautical school established by the State of California last year is to be provided with a training ship by the Shipping Board, according to a statement issued by the Department of the Navy. The "Henry County," a cargo ship of the Shipping Board's reserve fleet, is the vessel to be used by the school, and will sail from Norfolk (Va.) Navy Yard for San Francisco. After the establishment of a nautical school by the State of California, in 1929, a request was made by the governor of California, C. C. Young, to the Secretary of Navy for a vessel to be allotted to the State of California Nautical School under the provisions of act of March 4, 1911, which authorizes the Secretary of the Navy to turn over suitable naval vessels and equipment, if practicable, to promote nautical education, under these conditions. No vessel of the navy being available, the Shipping Board turned over to the navy the "Henry County," a cargo ship, for this purpose.

Will Police City Playgrounds

The New York City police department will co-operate fully with the Board of Education this summer, with a view to reducing the number of children killed in the streets by automobiles, it was announced by Commissioner Mulrooney. Under a general order issued by the commissioner, patrolman will be held responsible for order in the 431 school playgrounds which will be in operation during July and August. In 1929 automobile accidents caused the death of 340 children, and of this number twenty-one per cent. were killed during the two vacation months. The police will endeavor to encourage the use of the playgrounds by the children in order to keep them from the streets.

Michigan University To Form Government

A model student government, patterned after the federal government, is to be organized among the students of the University of Michigan to demonstrate how an alert electorate can protect itself against dishonest politicians. The plan, according to its originator, Donald Fuller, retired Detroit business man, will be duplicated at other universities so that in time the college man will graduate fully educated to the problem of selecting honest public officials. Fuller, who has been promised assistance of a number of nationally known authorities on history, law and political science in the university, recently said: "Socially-minded citizens can control government if they select suitable candidates. With an electorate looking to a group of scientists, social workers, and experts in various fields for information and sound advice, democracy will pass from the theoretical stage to one of approximate realization."

The BOOK TABLE

CHEMISTRY FOR TODAY. By William McPherson, William Edwards Henderson and George Winegar Fowler. Cloth. 590 pages. Ginn and Company.

"Chemistry for Today" is no more like a chemistry of yesterday than a Graf Zeppelin is like a balloon of three years ago.

Secondary school youths who use "Chemistry for Today" will talk of satellite electrons, polar and non-polar compounds, volence electrons, lending and borrowing atoms, atoms in the outer orbit.

All this will be as natural and intelligent as referring to motors, cylinders and batteries in the automobile or motor yacht.

"Chemistry for Today" is as advanced in the use of modern chemistry as it is in terms and phrases. It is one of the best demonstrations of the fact that the teachers are brought abreast the science and industries of the times by the texts they use.

MASTER VIRGIL.—Poems in English on Virgil. Compiled and edited by Elizabeth Nitchie. Cloth. 115 pages. 6 by 10 inches. Boston, New York, Chicago, Atlanta, San Francisco, Dallas: D. C. Heath and Company.

This Anthology of Poems in English on Virgil will interest many a man who tried to read Virgil in days gone by.

It is really delightful to read in English verse these tributes, especially since in the collection are verses recently written by Babette Deutsch, John Finley and William Ellery Leonard.

FAMILIAR HAUNTS, FAIRY TALES. Selected by Edwin Dillon Starbuck and Frank K. Shuttleworth, both of State University of Iowa.

Book One, The Wonder Road, 215 pages.

Book Two, Enchanted Paths, 208 pages.

Book Three, Far Horizons, 265 pages.

The set in printing, illustrations and binding is every way worthy the subjects. New York: The Macmillan Company.

These books meet the up-to-date demands of school libraries and courses in English literature for books which magnify the present insistence for classics so classified that students will always associate literary production with its place among the masterpieces.

Each article is selected from some famous writer. For instance: "Cinderella" is by Dinah Muloch Craik; "The Fir Tree," by Hans Christian Andersen; "Adyevich," by Leo Tolstoi; "How to Tell Corn Fairies If You See Them," by Carl Sandburg; "The Griffin and the Minor Canon," by Frank R. Stockton; "Hans Hecklemann's Luck," by Howard Pyle; "The Happy Prince," by Oscar Wilde; "The Golden Touch," by Nathaniel Hawthorne; "The Proud King," by Horace E. Scudder.

THE CLASSROOM GUIDE TO THE BOOK OF KNOWLEDGE. Edited by Ellis C. Persing, Department of Science, School of Education, Western Reserve University. 591 pages. New York City: Grolier Society.

Encyclopaedias are now made definitely useful for schools by the publication of elaborate aids for prompt use of the volumes which are a treasure house of vast information.

The "Classroom Guide" meets all the needs of such a companion to "The Book of Knowledge."

Each section in the book is preceded by a brief introductory article by one of the editors. The men and women who have prepared these lesson outlines are actively engaged in teaching. The editor-in-chief is Ellis C. Persing, of Western Reserve University. Associated with him in the preparation of the volume were: Elmer L. Ritter, Iowa State Teachers College; Charles Edward Skinner, New York University; Harold S. Tuttle, University of Oregon; Ann V. Horton, Cleveland Museum of Art; Elizabeth Syle Madison, Oakland; Julia Detraz, Western Reserve University, and Mary Melrose, Cleveland.

SIMPLIFIED TOUCH TYPEWRITING. By R. F. Webb, State Teachers College, Indiana, Pa. Revised and enlarged. New York: Prentice-Hall, Inc.

Typewriting is now so universally required that attention must be given to the intelligence of the operator rather than to speed in the operation. It is no longer a purely mechanical trick which any one can learn by practice. It is a service as well as an art and requires brains as definitely as any scientific subject. Touch typewriting is indispensable as an approach to skill in thinking while writing. The mind must be automatically alert in order to handle keys that are not labeled. Professor Webb, of the Indiana, Pennsylvania, State Teachers College, has developed responsible thinking while touching keys automatically.

AN OUTLINE OF PHYSICAL EDUCATION FOR THE FIRST AND SECOND GRADES. By Leonora Andersen and Florence McKinley, both of Minnesota State Teachers College, Winona. New York City: A. S. Barnes and Company.

This is a real creation in education in that it makes it possible for any teacher to be an artist in the creation of universal rhythm in little people in school by the fascination of melody.

State Teachers Colleges can, hereafter, guarantee success in genuine physical culture in the primary grades, wherever their graduates have had the professional physical culture which is here made available for all primary teachers.

This is one of the most important professional books of the year.

Books Received

"Trade Training in School and Plant." By Herman S. Hall. New York City: Century Book Company.

"Science in the Service of Health." By Elliot R. Downing. New York City: Longmans, Green and Company.

"Annual Report of the General Education Board." New York City: General Education Board.

"A Book of Latin Letters." By R. G. C. Levens. New York City: E. P. Dutton and Company, Inc.

"Applied Business Arithmetic." By C. E. Steele and George W. Muench. Yonkers-on-Hudson, N. Y.: World Book Company.

"Teaching the Bright Pupil." By Fay Adams and Walker Brown.—"A Laboratory Course in General Language." Books One and Two. By Lilly Lindquist.—"Manual and Key for a Laboratory Course in General Language." By Lilly Lindquist. New York City: Henry Holt and Company.

"Millinery Processes." By Carlotta M. Brown.—"Readings in Vocational Life." By Howard C. Hill.—"When I Write a Theme." By Charles S. Thomas and James C. Bowman. Boston, Mass.: Ginn and Company.

"Psychology for Students of Education." By Arthur I. Gates. New York City: The Macmillan Company.

"Practical Mathematics, Part Two, Algebra." By Claude I. Palmer. New York City: McGraw-Hill Book Company, Inc.

"An Outline of Physical Education." By Leonora Andersen and Florence McKinley. New York City: A. S. Barnes and Company.

"The U. S. Looks at Its Churches." By C. Luther Fry. New York City: Institute of Social and Religious Research.

"The New Education in Austria." By Robert Dottrens. New York City: John Day Book Company.

"Tact and the Teacher." By C. R. Van Nice. Lawrence, Kansas: Plainview Publications.

"Individual Lessons in History." By J. E. McDade and Isabelle Long. HS1, HS2, HS3, HS4, HS5, HS6, HS7, HS8. Chicago, Illinois: The Plymouth Press.

ESTABLISHED 1869

Spend the Pennies for

HOLDEN BOOK COVERS

and the Dollar School Books

will be made to last TWICE AS LONG

THE HOLDEN PATENT BOOK COVER COMPANY

MILES C. HOLDEN, President SPRINGFIELD, MASSACHUSETTS

GRINS BETWEEN GRINDS

Genealogy

During a history lesson the teacher pointed out to the class that a surname often indicated the trade of the ancestors of those who bore the name. He gave the obviously simple examples of Smith, Taylor, Baker and others. Then he questioned one of the boys. "What were your ancestors, Webb?"

Tommy thought hard for a few seconds, then deciding to have a pot shot, he piped out: "Spiders, sir!"—Punch.

All Aboard for Florence

Old Colored Mammy—"Ise wants a ticket for Florence."

Ticket Agent (after seaching the map for ten minutes)—"I can't find Florence on the map."

Old Colored Mammy—"She ain't on de map. She's sittin' ovah dar on de bench."—Stray Stories.

Short Story

Dr. Crabble had almost succeeded in dismissing a talkative patient when she stopped in the doorway exclaiming: "Why, doctor, you didn't look to see if my tongue was coated."

"I know it isn't," said the doctor, wearily. "You never find grass on a race track."

Our Worldly Infants

Mother—"Where do bad little girls go?"

Betty—"Most everywhere." — Exchange.

The Wrong Hat

A near-sighted man lost his hat in a strong wind. He gave chase. A woman screamed from a nearby farmhouse:—

"What are you doing there?"

"Getting my hat," he replied.

"Your hat," exclaimed the woman. "That's our little black hen you're chasing."—Santa Fe Magazine.

Burglar Alarm, What?

Tom—"Why do you carry that rabbit's foot about with your money?"

Frank—"For luck."

Tom—"Had any yet?"

Frank—"Yes. My wife put her hand in my pocket last night and thought it was a mouse."—Irish Independence.

She Knew the Breed

Little Mary Jane and her next-door neighbor, Billy, were engaged in an absorbing conversation.

"What are anarchists?" asked little Mary Jane.

Then Billy swelled with wisdom.

"They want everything any one else has got, and they never wash themselves," he replied.

"Oh, yes!" cried little Mary Jane, with enthusiasm. "I see—they is just little boys growed up!"—American Mutual.

Deadly Threat

"Did he threaten you when he kissed you?"

"Yes, he said: 'If you scream I will never kiss you again.'"

Barnyard Philosophy

Old Hen—"Let me give you a piece of good advice."

Young Hen—"What is it?"

Old Hen—"An egg a day keeps the ax away."—Capper's Weekly.

Preparatory

First Kid — "Gee, Jimmy, when I went by your house this morning I heard somebody swearin' somethin' awful!"

Second Kid—"Aw, that was my dad. He was late for church an' couldn't find his hymn book."

Height of Agility

"Gayley is what you might call an adroit man."

"Decidedly. His sins never find him out and his creditors never find him in."—Boston Post.

Why Teachers' Eyes Need Care

FACING the light all day; subjected to irritating chalk dust; correcting papers or doing research work at night—no wonder a Teacher's EYES so often feel Tired, Dull and Heavy.

A few drops of *Murine* Night and Morning will protect your EYES from irritation and keep them in a Clear, Bright, Healthy Condition. Harmless!

Write THE MURINE COMPANY
Dept. 77, Chicago
for FREE EYE CARE BOOK

MURINE FOR YOUR EYES

TEACHERS' AGENCIES.

THE FISK TEACHERS' AGENCIES

Boston, Mass., 120 Boylston St.
New York, N. Y., 225 Fifth Ave.
Syracuse, N. Y., 189 Fage Ave.
Philadelphia, 1420 Chestnut St.
Pittsburgh, Pa., 549 Union Trust Bldg.
Birmingham, Ala., 808 Title Bldg.
Kansas City, Mo., 1020 McGee St.
Portland, Ore., 409 Journal Bldg.

Send for circular and registration form free.

Culture Knows No Boundaries

"Our people of the North have become increasingly conscious of the necessity from every standpoint of a full sympathy and understanding between them and the sister republics of the Caribbean and South America. We in this island stand in a position not merely of interpreter for these aspirations, but rather as a mutual friend to both. We are the link in the chain that connects the two.

"Culture is not the personal possession of any nation. Culture should know no national boundaries. Neither Shakespeare nor Cervantes can rightfully be claimed by either England or Spain. Both belong to the world. We have in our hands the chance to spread through a hemisphere reciprocal benefits of two great cultures. Not only that, but by so doing we can materially aid in creating a sympathy and understanding which will benefit the children that are growing up now, from Vermont to the Argentine.

"Our fellow-citizens of the North have become convinced in later years that the most important language to them outside of their mother tongue, English, is Spanish. They see half of our hemisphere speaking that language. Not only that, but it is the language of those nations with whom we should have keen sympathy and understanding, peaceful trade, stable political relations and a constant interchange of ideas."

—From speech of Colonel Theodore Roosevelt, Governor of Porto Rico, delivered at the University of Porto Rico.

Book Cover Merging

The Peabody College Book Covers have been withdrawn from the market by the College.

Mr. P. H. Alcock, manager for the distribution of the Peabody Covers, has joined the organization of the Holden Book Cover Company, the oldest and largest manufacturers of machine-made book covers in the world.

Conquests of Chemistry

Chemistry made spectacular advances during the year 1929, according to "Industrial and Engineering Chemistry," journal of the American Chemical Society. In prolonging human life, in aiding aviation, in revising old concepts, in building up industry at home and abroad, in developing for American men of science a world-wide chemical literature, in effecting industrial co-operation and in the advancement of industrial chemistry and chemical engineering "the chemical kaleidoscope for 1929" mirrors a long list of conquests.

Prefer Flivvers to Camels

Sheiks of the Mesopotamian desert around Bagdad prefer American flivvers to camels, according to John Randolph, American consul at Bagdad. Arab tribesmen are selling their camels to buy automobiles, Mr. Randolph said, in recounting that ninety per cent. of the cars in the country are of American make. Caravans take from fifteen to twenty days to cross the desert to the seacoast, but automobiles make the journey easily in two days. The Arabs treat their battered old cars as beasts of burden as much as they did their camels. Cars are loaded until the springs are flattened out, and then from eight to ten persons climb aboard, he said.

2,000,000 Die of Starvation

Estimates made from the best possible sources indicate that those dead from starvation in Shensi Province, China, during 1929, number at least 2,000,000, with another 2,000,000 practically certain to die from the same cause before the next harvest, declares Grover Clark, associate director, China International Famine Relief Commission. The total population of this region before the famine was about 6,000,000. It is declared the most appallingly disastrous famine which has affected any part of China since the catastrophe of 1876-77.

Meetings To Be Held

JULY

22-25: National Association of Teachers in Colored Schools, W. W. Sanders, Box 752, Charleston, West Virginia: Petersburg, Virginia.

AUGUST

1-2: California Vocational Association, W. H. Van Dyke, Petaluma High School, Petaluma, California: San Jose, California.

SEPTEMBER

4: Massachusetts State Normal School Teachers' Association, M. G. Fickett, State Normal School, Westfield, Mass.: Bridgewater, Massachusetts.

OCTOBER

1-4: Girl Scouts, Inc., Mrs. J. H. Barnes, 670 Lexington Avenue, New York City: Indianapolis, Indiana.

9-11: Vermont State Teachers' Association, M. C. Parkhurst, 323 Pear Street, Burlington, Vermont: Rutland, Vermont.

17-19: Utah Education Association, D. W. Parratt, 316 Vermont Building, Salt Lake City, Utah: Salt Lake City, Utah.

16-18: Indiana State Teachers' Association, C. O. Williams, 205 Hotel Lincoln, Indianapolis, Indiana: Indianapolis, Indiana.

23-24: Maine State Teachers' Association, A. W. Gordon, Augusta, Maine: Bangor, Maine.

23-25: Montana Education Association, R. J. Cunningham, Box 217, Helena, Montana: Helena, Montana.

24: Connecticut State Teachers' Association, G. C. Swift, Watertown, Connecticut: Hartford, New Haven, Bridgeport, New London.

20-23: National League of Compulsory Education Officials, M. Andrew, 352 Court House, Memphis, Tennessee: Rochester, New York.

23-24: Ninth Annual Meeting of the Vocational Home-Makers, Broadview Hotel, East St. Louis, Illinois.

24-25: Tenth Annual Meeting of the Illinois Home Economics Association, Broadview Hotel, East St. Louis, Illinois.

27-31: American Public Health Association, Homer N. Calver, 370 Seventh Avenue, New York City: Fort Worth, Texas.

OCTOBER-NOVEMBER

30-November 1: Rhode Island Institute of Instruction, C. W. Bosworth, 77 Rolfe Street, Auburn, R. I.: Providence, Rhode Island.

30-November 1: Colorado Education Association, W. B. Mooney, 530 Commonwealth Avenue, Denver, Colorado: Grand Junction, Pueblo, Denver, Colorado.

30-November 1: Minnesota Education Association, C. G. Schulz, 162 West College Avenue, St. Paul, Minnesota: Minneapolis, Minnesota.

30-November 1: New Mexico Educational Association, C. B. Dyke, Short Hills, New Jersey: Atlantic City, New Jersey.

NOVEMBER

6-8: Association of Urban Universities, C. S. Marsh, University of Buffalo, Buffalo, New York: Philadelphia, Pennsylvania.

6-8: Kansas State Teachers' Association, F. L. Pinet, 315 West Tenth Street, Topeka, Kansas: Kansas City, Topeka, Hays, Hutchinson, Emporia, Parsons, Kansas.

6-7: New England Association of School Superintendents, S. Howard Chace, Beverly, Massachusetts: Boston, Mass.

6: Wisconsin Association of Mathematics Teachers, M. K. Johnson, 232 Broadway, Eau Claire, Wisconsin: Milwaukee, Wisconsin.

6-8: Wisconsin Teachers' Association, B. E. McCormick, Madison, Wisconsin: Milwaukee, Wisconsin.

8-11: New Jersey State Teachers' Association, C. B. Dyke, Short Hills: Atlantic City, New Jersey.

11-15: Missouri State Teachers' Association, E. E. Carter, Columbia, Missouri: Kansas City, Missouri.

13-15: Arkansas Education Association, H. L. Lambert, Little Rock, Arkansas: Little Rock, Arkansas.

13: National Committee for Mental Hygiene, C. W. Beers, 370 Seventh Avenue, New York City: New York City, New York.

13-15: West Virginia State Education Association, J. H. Hickman, Charleston, West Virginia: Clarksburg, West Virginia.

15-16: Delaware State Teachers' Association, R. Shilling, Milford, Delaware: Newark, Delaware.

19-20: Illinois City Superintendents' Association, C. Bruner, Kewanee, Illinois: Urbana, Illinois.

20-22: Illinois High School Conference, Arthur W. Clevenger, 109 Administration Building, Eastern University of Illinois, Urbana, Illinois: Urbana, Illinois.

23-26: South Dakota Education Association, N. E. Steele, Room 2, Perry Block, Sioux Falls, South Dakota: Sioux Falls, South Dakota.

24-25: New York State Teachers' Association, D. A. Searing, 617 North Goodman, Rochester, New York: Syracuse, New York.

25-26: Association of Public School Trustees of Virginia, F. Diehl, Farmville, Virginia. Richmond, Virginia.

27-29: Association of Teachers of Mathematics in Middle States and Maryland, Norma Sleight, Shippen School, Lancaster, Pennsylvania.

27-29: National Council of Teachers of English, W. W. Hatfield, 6705 Yale Avenue, Chicago, Illinois.

27-29: Texas State Teachers' Association, R. T. Ellis, 708 N. P. Anderson Building, Fort Worth, Texas.

28-30: Association of Colleges and Secondary Schools of the Middle States and Maryland, G. W. McClelland, University of Philadelphia, Philadelphia, Pennsylvania.

28-29: Central Association of Science and Mathematics Teachers, W. F. Roecker, 1439 Fourteenth Street, Milwaukee, Wisconsin: Milwaukee, Wisconsin.

28-29: Interfraternity Conference, A. E. Duerr, 149 Broadway, New York City: New York City, N. Y.

28-30: Southern Commercial Teachers' Association, Margaret B. Miller, Wheeler Business College, Birmingham, Alabama: Birmingham, Alabama.

28-29: California Kindergarten Primary Association, Florence Winter, City Hall, San Francisco, California.

28-29: Idaho Department of Superintendence, T. H. Hardy, Ashton, Idaho: Boise, Idaho.

28-30: Idaho Education Association, John I .Hillman, 331 Sonna Building, Boise, Idaho: Boise, Idaho.

28: Texas State Teachers' Association (Colored) John W. Rice, Odd Fellows' Building, Houston, Texas: San Antonio, Texas.

28: Virginia English Teachers' Association, E. Wiggins, 8 Vista Avenue, Lynchburg, Virginia: Richmond, Virginia.

29: Association of Modern Language Teachers of the Middle States and Maryland, M. I. Protzman, George Washington University, Washington, D. C., Atlantic City, New Jersey.

TEACHERS' AGENCIES.

WILLARD W. ANDREWS, Pres. F. WAYLAND BAILEY, Secy.

ALBANY TEACHERS' AGENCY, Inc.

Supplies Schools and Colleges with Competent Teachers
Assists Teachers in Obtaining Positions

We receive calls for teachers from every state in the Union and can certainly be of service to those who wish to teach and WHO ARE QUALIFIED TO DO GOOD WORK.

74 CHAPEL STREET, ALBANY, N. Y.

SEND FOR CIRCULARS

ALBERT TEACHERS' AGENCY

45TH YEAR

25 E. Jackson Blvd., Chicago
535 Fifth Avenue, New York
Peyton Bldg., Spokane, Wn.
York Rite Temple, Wichita, Kansas

TEACHERS WANTED for positions in Public Schools, Private Schools, Colleges, Universities, State Normal Schools, etc. Best schools our clients. Send for booklet "Teaching as a Business."

AMERICAN and FOREIGN TEACHERS' AGENCY

Introduces to Colleges, Schools and Families, superior Professors, Principals, Assistants, Tutors and Governesses, for every department of instruction; recommends good Schools to parents. Call on or address

Mrs. M. J. YOUNG-FULTON, 19 West 44th Street, New York

THE CARY TEACHERS' AGENCY

Our business is done by *recommendation* in answer to *direct calls* from employers.

C. WILBUR CARY, Manager, 36 Pearl St., Hartford, Conn.
ROSE E. BRADBURY, Manager, 14 Beacon St., Boston, Mass.
GEORGE H. LARRABEE, Manager, Clapp Memorial Bldg., Portland, Me.

The Corlew Teachers' Agency

GRACE M. ABBOTT, MANAGER
120 BOYLSTON STREET, BOSTON
Member of National Association of Teachers' Agencies

THE FICKETT TEACHERS' AGENCY

Edward W. Fickett, Prop. Telephone Hay. 1678
N. A. T. A. Member
8 Beacon Street, Boston Established 1885

KELLOGG'S TEACHER'S AGENCY

Established 1889
31 Union Square, New York, N. Y. (Broadway at 16th Street)
B. F. Mannion, Miss M. B. Gosman } Managers
Telephone Algonquin 1756

We have been supplying teachers to the Public and Private Schools for over forty years. We have no branches. All applications for membership and all requests for teachers receive the personal attention of the managers. Call, write, or telephone us for careful personal service

Member National Association of Teachers' Agencies

FRANK IRVING COOPER CORPORATION

ARCHITECTS ENGINEERS

Specializing in Schoolhouse Planning

47 Winter St., Boston, Mass.

Wm. B. ITTNER, Inc.

ARCHITECTS

A record of achievement.
475 Schools in
116 Cities and Towns in
28 States
St. Louis, Mo.

WINSHIP TEACHERS' AGENCY

ALVIN F. PEASE, Manager
6 Beacon St. . . . Boston, Mass.
Long Distance Telephones
Office and Residence
PROMPT! COURTEOUS! FAIR!
Member of National Association of Teachers' Agencies